

Documents on Diplomacy: Lessons

Separate Cabins and an Agreement: The Camp David Accords

Standard:	I. Culture II. Time, Continuity, and Change III. People, Places, and Environments IV. Individual Development and Identity V. Individuals, Groups, and Institutions VI. Power, Authority, and Governance IX. Global Connections
Grade Level:	9-12
Objectives:	The student will: <ul style="list-style-type: none">Evaluate the Camp David Accords in relation to peace in the Middle EastDetermine the specifics of the AccordsAnalyze the actions of Sadat, Begin, and CarterEvaluate the intricacies of drafting a peace agreement
Time:	1-2 class periods
Materials:	<u>Documents:</u> 1967 UN Security Council Resolution 242 1978 The Camp David Accords
	<u>Resources:</u> Reading: <i>Thirteen Days After Twenty-Five Years</i> http://www.jimmycarterlibrary.gov/documents/campdavid25/campdavid25_thirteendays.shtml
	Background Information: UN Security Council Resolution 242 http://en.wikipedia.org/wiki/United_Nations_Security_Council_Resolution_242
<u>Materials:</u>	Index cards in any three colors Three signs: "Aspen Lodge," "Dogwood Cabin," "Birch Cabin"
	Access for students to view these speeches: <ul style="list-style-type: none">http://www.youtube.com/watch?v=QPtMafxVKeA (Carter at the signing of the Camp David accords)http://www.youtube.com/watch?v=1EB-RjrEM-4 (Carter discussing the accords in 2008/fast forward to minute 17 for Carter remarks)

Procedures:

Pre-Lesson

Assign the reading, *Thirteen Days after Twenty-Five Years*, for completion outside of class. Allow more than one day for the assignment.

Activity 1

1. Provide students with copies of UN Security Resolution 242. (Note: UN Security Resolution 242 was adopted unanimously by the UN Security Council on November 22, 1967, in the aftermath of the Six Day War. It

has been referenced many times since in negotiations for peace between Israel and its neighbors. Opinions vary as to its interpretation—word by word. It was a foundation for the Camp David Accords.)

- 2.** Have students identify these aspects of Resolution 242:
 - a.** Purpose
 - b.** Specific principles
 - c.** Requests
- 3.** Why might some people refer to this as a “land for peace” resolution?
- 4.** Name the countries identified in the Resolution.
- 5.** Name the “states” referred to in the document.
- 6.** Who are the refugees mentioned in “the refugee problem?”

Activity 2

- 1.** Have enough index cards of three colors to match the number of students.
- 2.** Hand each student an index card as he/she enters the room (resulting in three groups of students). They should keep their index cards.
- 3.** The colors represent President Jimmy Carter, President Anwar Sadat, and Prime Minister Menachem Begin. Decide which is which.
- 4.** Assign students to the proper Camp David cabins. (Signs should be prepared in advance and spaced around the room before class.)
 - Jimmy Carter: Aspen Lodge
 - Anwar Sadat: Dogwood Cabin
 - Menachem Begin: Birch Cabin
- 5.** Explain that negotiations are taking place for the Camp David Accords. However, President Sadat and Prime Minister Begin cannot meet together without arguing, despite the mediation of President Carter. President Carter has decided that he (and his team) will negotiate back and forth between the Birch and Dogwood Cabins to attempt a deal. This gives new meaning to “shuttle” diplomacy!
- 6.** Each group, depending on its identity, should select a spokesperson—President Carter, President Sadat, or Prime Minister Begin.
- 7.** Have the groups consider and draft responses to these issues:
 - a.** Occupation of the Sinai by Israel
 - b.** Status of Palestinians in West Bank and Gaza
 - c.** Peace between Egypt and Israel

- 8.** Proposals for each of the issues should be written on the index cards.
- 9.** President Carter should send representatives from his team to collect the index cards from Sadat and Begin.
- 10.** President Carter will read the proposals aloud to his team (and therefore to the entire room.)
- 11.** President Carter and his team should comment on the proposals.
- 12.** President Carter should visit each of the Cabins separately to discuss the proposals.
- 13.** Conduct more negotiation rounds if desired OR give each group copies of the actual document, *The Camp David Accords*.
- 14.** Allow students enough time to read the document. Determine how each of the three issues is addressed in the document. They should give their final approval to the document. Allow President Sadat and Prime Minister Begin to say a few words about the agreement.
- 15.** Have students return to their desks.
- 16.** Discuss the difficulties in negotiating the Camp David Accords.
 - a.** What was so sensitive about each of the issues?
 - b.** Why was President Carter's "shuttle" diplomacy necessary for the success of the meeting at Camp David?
 - c.** Which parts of the Accords were implemented?
 - d.** How do certain issues remain open for resolution?

Activity 3

- 1.** Show the signing of the Camp David Accords at the White House, September 17, 1978 and President Carter's speech.
<http://www.youtube.com/watch?v=QPtMafxVKeA>
- 2.** Compare what students know about the Accords from their readings and the speech by the President with his retrospective look 30 years later.
<http://www.youtube.com/watch?v=1EB-RjrEM-4>